

## **Reading Recovery and Response to Intervention (RTI) An Annotated Bibliography**

### **A Comprehensive Intervention Model for Preventing Literacy Failure: A Response to Intervention Process**

L. Dorn & B. Schubert (2008). *The Journal of Reading Recovery*, 7(2), 29-41

The authors discuss the Comprehensive Intervention Model (CIM) as an effective RTI method. First, they present information on early intervening services (EIS) and RTI with details on the RTI framework and core components. Then, the authors describe how the CIM is an RTI approach, including details for how layers fit within a four-tiered design, followed by a description of the intervention components and research on the model. Finally, authors present a framework for implementing the CIM in a school.

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### **Technical Review Committee Confirms Highest NCRTI Ratings for Observation Survey of Early Literacy Achievement**

J. D'Agostino (2012). *The Journal of Reading Recovery*, 11(2), 53-56

In March 2012, after completion of a rigorous two-stage review process, the Observation Survey received the highest possible ratings on all five of the NCRTI's technical standards: classification accuracy; generalizability; reliability; validity; and disaggregated reliability, validity, and accuracy for subgroups. This rating means the Observation Survey can be used by school psychologists, special educators, and others as an evidence-based screening instrument to identify children at risk for literacy failure and thus, likely to need intervention services in reading and writing.

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### **Reading Recovery: A Major Component of Many RTI Models**

S. Forbes, B. Swenson, T. Person, & J. Reed (2008). *The Journal of Reading Recovery*, 7(2), 53-56

The authors review RTI under the 2004 Individuals with Disabilities Education Improvement Act (IDEA) then discuss two RTI models using Reading Recovery: one at Brainerd School District in Minnesota and one at Rio Rancho School District in New Mexico. In Brainerd Schools, Reading Recovery is a Tier 2 intervention for first graders. Tier 1 is the Literacy Collaborative professional development and coaching model for classrooms, and Tier 3 is a Leveled Literacy Intervention using small-group interventions. The pilot school in Brainerd has dropped learning disability rates by 66% since launching this model.

In Rio Rancho Schools, Reading Recovery is available to first graders and in addition, Reading Recovery training is provided to special education teachers to give them additional knowledge and expertise in literacy processing. Teachers who complete this training are designated as literacy processing specialists.

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### **A Child's Response to Intervention Requires a Responsive Teacher of Reading**

M. K. Lose (2007). *The Reading Teacher*, 61(3), 276-279

This article outlines several fundamental principles of RTI and early intervening services (EIS) within the IDEA. Expanding on these fundamental principles, the author urges teachers and administrators to consider additional principles that lead to a successful RTI approach. These principles include evidence-based interventions that emphasize teacher expertise and sustained teacher development, that are scalable, and that can be implemented immediately by education systems. The article refers the reader to the USDE's What Works Clearinghouse ([www.whatworks.ed.gov](http://www.whatworks.ed.gov)) ratings of intervention effectiveness to inform teachers and administrators about programmatic decisions.

### **Using RTI to Support Struggling Learners**

M. K. Lose (2008). *Principal Magazine*, 87(3), 20–23

The author argues that it is not more time that is needed to respond to learners who appear to be slow learning, but better use of the instructional time that is available. Rising enrollments in learning disabilities and fewer resources for instructional modifications require sound implementations of RTI and EIS within the reauthorized IDEA. The author argues for evidence-based RTI approaches that emphasize teacher expertise and that can be implemented immediately by principals in their schools.

### **Reading Recovery: The Optimal Response to the Individuals with Disabilities Education Improvement Act of 2004**

M. K. Lose (2005). *The Journal of Reading Recovery*, 4(3), 35-37

On Dec. 3, 2004, President Bush signed the Individuals with Disabilities Education Improvement Act (IDEIA) into law. A reauthorization of the 1997 IDEA, the Act focuses on the education of children with disabilities and became effective July 1, 2005. The author presents the principal provisions of the IDEA and the implications of the Act for children served in Reading Recovery. In addition, a set of core points are included that can be used when advocating for Reading Recovery as the preferred early intervention.

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### **Implementing RTI and Staffing Reading Recovery in Difficult Economic Times**

M. K. Lose & D. Best (2011). *The Journal of Reading Recovery*, 11(1), 31-38

Implementing Reading Recovery in a challenging economic climate may present staffing and scheduling challenges to schools, but it can be accomplished. Based on communication with site coordinators, teacher leaders, administrators, and school teams who have successfully implemented Reading Recovery, the authors present case examples, recommended action steps, and resources in response to the challenges of allocating time and staff for Reading Recovery instruction.

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### **A Transactional Perspective on Reading Difficulties and Response to Intervention**

J. McEneaney, M. K. Lose, & R. M. Schwartz (2006). *New Directions in Research: Reading Research Quarterly*, 41(1), 117-128

The authors adopt a transactional view of reading difficulties and instructional response in examining RTI and suggest that unless educators are prepared to be honest about the failures of the past, RTI may become just one more example of an over-hyped reform movement. The authors stress the critical role of teachers in efforts to implement and sustain RTI, requiring a broader RTI research program that focuses on two important goals. The first of these goals is to determine how teachers acquire and sustain the knowledge and expertise needed to be responsive to students and the relative costs involved in different approaches. The second goal is to conduct studies examining the literacy learning outcomes that result from these approaches.

### **Effects of Teacher-Student Ratio in Response to Intervention Approaches**

R. M. Schwartz, M. C. Schmitt, & M. K. Lose (2012) *The Elementary School Journal*, 112(4), 547-567

This study used a randomized experimental design to examine the relationship between teacher-student ratio and literacy learning outcomes for experienced intervention teachers working with the most-at-risk first-grade students. Eighty-five Reading Recovery teachers, working with 170 students, each taught in a 1:1 and a small-group instructional format with teacher-student ratios of 1:2, 1:3, or

1:5. The at-risk students were assessed at pretest and posttest with the six subtests of An Observation Survey of Early Literacy Achievement and the Slosson Oral Reading Test—Revised (SORT-R). The 1:1 instruction yielded significantly higher outcomes than the combined small-group conditions on eight of the nine measures. The small-group conditions did not differ significantly from one another, but a trend analysis indicated a reduction of literacy performance as group size increased. Implications are discussed for a comprehensive RTI approach to optimize literacy outcomes and reduce achievement gaps for struggling beginning readers.

## **Reading Recovery's Historic Role**

### **Learning to be Learning Disabled**

M. M. Clay (1987). *New Zealand Journal of Educational Studies*, 22(2), 155-173

Published more than 20 years ago, this influential article by Reading Recovery's founder "gave voice and validity to support the idea that many children who are labeled learning disabled are in truth instructionally disabled. That is, they are children who have no neurological disorder at all, but who had a series of unfortunate experiences, usually inadvertent, before formal schooling or during their first years of schooling that interfered with their developing the neural networks to learn how to read and write" (Lyons, 2007). Marie Clay's article was reprinted in *The Journal of Reading Recovery* 7(1) 54-65. Carol Lyons' article, "A Tribute to Marie Clay," appears on pages 51-53 in the same issue.

### **Learning to Be Learning Disabled: Marie Clay's Seminal Contribution to the Response to Intervention Approach to Identifying Specific Reading Disability**

F. R. Vellutino (2008). *The Journal of Reading Recovery*, 10(1), 5-23

Author's Note: "In this article, I provide a personal perspective regarding what I believe to be Marie Clay's seminal contribution to the response to intervention (RTI) approach to identifying children who may be afflicted with organically based learning disability (specific reading disability) that puts them at risk for long-term reading difficulties. After providing historic context, I discuss, in some detail, an unsolicited article Marie Clay sent to me that led to a paradigm shift in my own reading research and stimulated several intervention studies I and my colleagues conducted that provided initial support for what I have come to call her *learning to be learning disabled perspective*. I discuss results from two of these studies and conclude with a brief discussion of concerns emanating from RTI models that emphasize assessment and identification rather than responsive instruction and prevention. "

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